



Curriculum Area Overview for RE

The vision for RE

A high-quality Religious Education makes a unique contribution to the personal, spiritual, social, moral, emotional and cultural development of pupils and supports wider community cohesion. At Mowbray School, we believe that it is vital for all pupils to learn from and about religion so that they can understand the world around them.

Mowbray School follows the North Yorkshire Agreed Syllabus for RE.

“This Agreed Syllabus provides many opportunities for RE teaching and learning to challenge stereotypical views and to appreciate difference positively. The syllabus enables all pupils to consider the impact of people’s beliefs on their actions and ways of life. The syllabus contributes to pupils’ personal development and the schools’ provision for spiritual, moral, spiritual and cultural development (SMSC) and British Values. It provides a key context to develop children and young people’s understanding and appreciation of diversity, to promote shared values and to challenge all forms of racism and discrimination. Increasing diversity and pluralism is part of the demographic picture, and the wider region is home to many diverse and active faith communities. We are educating children in their own locality, but also to live in a wider region, the UK and as world citizens.” (North Yorkshire Agreed Syllabus for RE, 2019-2024)

Mowbray School will provide all learners with access to a broad and balanced RE curriculum, unless withdrawn by their parents. As a special school, we acknowledge that every learner has access to the RE curriculum ‘as far as is practicable’.

Our School Ethos and Values

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop here. SURE stands for ‘Achieving Success through Understanding, Respect and Endeavour’.

Our School Mission Statement

We provide the best education for all our children so that when they leave our school they have the skills, knowledge and aspirations to lead fulfilling lives as adults.

Our Vision

We believe that children thrive when encouraged and supported; they respond to being treated in a positive and nurturing manner. The principles that comprise SURE are valued by both children and staff. They reflect our desire to help children to understand their difficulties, support their wellbeing, develop respect for themselves and others and become successful in what they do and achieve throughout their time in school and into adulthood.

Mowbray Curriculum Intent

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our pupils for each stage of transition and life after school. At Mowbray School, we believe in providing our children with the best possible start to their education and that we





establish the building blocks for their future learning from the moment they start with us. We have high expectations of all children and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.

Curriculum Intent for RE

EYFS	Primary Semi-Formal	Primary Formal Pastoral	Primary Formal
<p>RE is taught through the curriculum area of 'Understanding of the World'.</p> <p>Our curriculum will:</p> <p>Enable learners to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships.</p> <p>Enable learners to be able to experience a range of religions and world views.</p> <p>Enable learners to develop communication skills when sharing stories based on religion.</p> <p>Enable learners to show mutual respect, tolerance and a positive attitude for faiths and beliefs of those that might differ from their own.</p> <p>Provide learners with access to a wide range of stimulus including objects, stories, sensory stories, puppets, role play etc.</p>	<p>RE is taught through the curriculum area of 'Understanding of the World'.</p> <p>Our curriculum will:</p> <p>Enable learners to begin to understand and value the differences of individuals and groups within their own immediate community.</p> <p>Enable learners to have the opportunity to develop their emerging moral and cultural awareness.</p> <p>Enable learners to be able to experience a range of religions and world views.</p> <p>Enable learners to associate stories to opinions on religions and world views.</p>	<p>RE is taught through a discrete weekly lesson as well as through making cross curricular connections.</p> <p>Our curriculum will:</p> <p>Enable learners to begin to understand and value the differences of individuals and groups within their own immediate community.</p> <p>Enable learners to have the opportunity to develop their emerging moral and cultural awareness.</p> <p>Enable learners to be able to know about and understand a range of religions and world views.</p> <p>Enable learners to associate stories to opinions on religions and world views.</p> <p>Enable learners to show mutual respect, tolerance and a positive attitude for faiths and beliefs of those that might differ from their own.</p>	<p>RE is taught through a discrete weekly lesson as well as through making cross curricular connections.</p> <p>Our curriculum will:</p> <p>Enable learners to be able to know about and understand a range of religions and world views.</p> <p>Enable learners to express and share ideas and opinions on religions and world views.</p> <p>Enable learners to show mutual respect, tolerance and a positive attitude for faiths and beliefs of those that might differ from their own.</p> <p>Provide learners with access to a wide range of stimulus including objects, stories, sensory stories, puppets, role play etc.</p> <p>Enable learners to develop their understanding of the ways in which beliefs and religion influence people in their behaviour and practices.</p>





	<p>Enable learners to show mutual respect, tolerance and a positive attitude for faiths and beliefs of those that might differ from their own.</p> <p>Provide learners with access to a wide range of stimulus including objects, stories, sensory stories, puppets, role play etc.</p>	<p>Provide learners with access to a wide range of stimulus including objects, stories, sensory stories, puppets, role play etc.</p>	
Curriculum Entitlement			
<p>Our curriculum will be broadened by:</p> <p>Teaching strategies/interventions: Sensory stories Intensive interaction Attention Autism Colourful semantics Clicker Communicator Puppets Story sacks Cross curricular links through use of a thematic approach</p> <p>Enrichment: Community visits – Religious buildings Visitors within school Culture Days A selection of carefully selected books in the school library.</p>	<p>Our curriculum will be broadened by</p> <p>Teaching strategies/interventions: Sensory stories Intensive interaction Attention Autism Colourful semantics Clicker Communicator Puppets Story sacks Cross curricular links through use of a thematic approach</p> <p>Enrichment: Community visits – Religious buildings Visitors within school Culture Days A selection of carefully selected books in the school library.</p>	<p>Our curriculum will be broadened by:</p> <p>Teaching strategies/interventions: Sensory stories Intensive interaction Attention Autism Colourful semantics Clicker Communicator Puppets Story sacks Cross curricular links through use of a thematic approach</p> <p>Enrichment: Community visits – Religious buildings Visitors within school Culture Days A selection of carefully selected books in the school library.</p>	<p>Our curriculum will be broadened by:</p> <p>Teaching strategies/interventions: Sensory stories Intensive interaction Attention Autism Colourful semantics Clicker Communicator Puppets Story sacks Cross curricular links through use of a thematic approach</p> <p>Enrichment: Community visits – Religious buildings Visitors within school Culture Days A selection of carefully selected books in the school library.</p>





Secondary Semi-Formal	Secondary Formal Pastoral	Secondary Formal
<p>RE is taught through the curriculum area of 'Understanding of the World'.</p> <p>Our curriculum will</p> <p>Enable learners to begin to understand and value the differences of individuals and groups within their own immediate community.</p> <p>Enable learners to have the opportunity to develop their emerging moral and cultural awareness.</p> <p>Enable learners to be able to experience a range of religions and world views.</p> <p>Enable learners to associate stories to opinions on religions and world views.</p> <p>Enable learners to show mutual respect, tolerance and a positive attitude for faiths and beliefs of those that might differ from their own.</p> <p>Provide learners with access to a wide range of stimulus including objects, stories, sensory stories, puppets, role play etc.</p>	<p>RE is taught through the curriculum area of 'Understanding of the World'.</p> <p>Our curriculum will</p> <p>Enable learners to begin to understand and value the differences of individuals and groups within their own immediate community.</p> <p>Enable learners to have the opportunity to develop their emerging moral and cultural awareness.</p> <p>Enable learners to be able to know about and understand a range of religions and world views.</p> <p>Enable learners to associate stories to opinions on religions and world views.</p> <p>Enable learners to show mutual respect, tolerance and a positive attitude for faiths and beliefs of those that might differ from their own.</p> <p>Provide learners with access to a wide range of stimulus including objects, stories, sensory stories, puppets, role play etc.</p>	<p>RE lessons are taught in half termly blocks of teaching sessions as part of the Humanities LTP</p> <p>Our curriculum will</p> <p>Enable learners to be able to know about and understand a range of religions and world views.</p> <p>Enable learners to express and share ideas and opinions on religions and world views.</p> <p>Enable learners to show mutual respect, tolerance and a positive attitude for faiths and beliefs of those that might differ from their own.</p> <p>Provide learners with access to a wide range of stimulus including objects, stories, sensory stories, puppets, role play etc.</p> <p>Enable learners to develop their understanding of the ways in which beliefs and religion influence people in their behaviour and practices</p>





Curriculum Entitlement

<p>Our curriculum will be broadened by</p> <p>Teaching strategies/interventions: Sensory stories Intensive interaction Attention Autism Colourful semantics Clicker Communicator Puppets Story sacks Cross curricular links through use of a thematic approach</p> <p>Enrichment: Community visits – Religious buildings Visitors within school Culture Days Books from the school library</p>	<p>Our curriculum will be broadened by</p> <p>Teaching strategies/interventions: Sensory stories Intensive interaction Attention Autism Colourful semantics Clicker Communicator Puppets Story sacks Cross curricular links through use of a thematic approach</p> <p>Enrichment: Community visits – Religious buildings Visitors within school Culture Days Books from the school library</p>	<p>Our curriculum will be broadened by</p> <p>Teaching strategies/interventions: Sensory stories Puppets Story sacks Artefacts Cross curricular links through use of a thematic approach</p> <p>Enrichment: Community visits – Religious buildings Visitors within school Culture Days A selection of carefully selected books in the school library.</p>
--	--	--

RE Curriculum Map for Primary Pathways

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Theme overview and key content	Which people are special and why?	Which stories are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world and why?
Semi-Formal: Theme overview and key content	Which people are special and why?	Which stories are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world and why?





Formal Pastoral: Theme overview and key content	Which people are special and why?	Which stories are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world and why?
Formal: Theme overview and key content	Who is a Christian and what do they believe?	Who is a Muslim and what do they believe?	What can we learn from sacred books?	What makes some places sacred?	How and why do we celebrate special and sacred times?	How should we care for others and the world and why does it matter?

Curriculum Map						
Formal Pathway KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Humanities Geog/Hist/RE focus
Year 1- Theme overview and key Content 2022-23	Geography Wonderful World	RE Celebrations and Festivals	History History Heroes	Geography Mexico	History WW2	Local study <i>Bedale</i> Market Town
Year 2- - Theme overview and key content 2023-24	Geography Extreme Environments	RE Belief and Special Places	History Transatlantic slave Trade	Geography Africa	History American Civil Rights	Local Study <i>Richmond</i> Rural Settlements





Year 3- - Theme overview and key content 2024-25	Geography UK	RE Religious Leaders	History Medieval Britain	Geography India	History Victorian Britain	Local Study York Urban Settlement
--	------------------------	--------------------------------	------------------------------------	---------------------------	-------------------------------------	--

Secondary Pathway	Autumn Term <i>Cross curricular links English, History, Geography, RE and PSHE</i>		Spring Term <i>Cross curricular links English, History, Geography, RE and PSHE</i>		Summer Term <i>Cross curricular links English, History, Geography, RE and PSHE</i>	
Semi Formal Pathway Theme	Seasons	Around the World	Other Worlds and Cultures	Extreme Environments (Jungle)	Save the Earth	Our Local Area
Formal Pastoral Pathway Theme	Pieces of Me	Celebrations	Other Worlds and Cultures	Age of Empire	Oceans & Climate Change	Carnival





Progression Framework	
Step 6	
<ul style="list-style-type: none"> • I can cooperate in everyday routines: for example, dressing, bathing, singing games, tidying up. • I can engage in simple pretend play with soft toys: for example, hugs and kisses teddy. • I can use real objects for pretend play on self or and other: for example, drinks from a cup or brushes someone's hair. 	
Step 7	
<ul style="list-style-type: none"> • I can copy things I see and hear others doing around me, including phrases, part of games and actions: for example, joining in with action songs and rhymes at carpet time. • I can imitate some everyday routines: for example, washing clothes and sweeping floor. • I can be curious about people and show interest in stories about myself and my family. • I can join in simple routines spontaneously: for example, wipes face after dinner. • I can hand a toy to an adult for assistance when unable to get it to work. • I can include other people and objects in pretend play: for example, feeds a doll or teddy with a spoon or cup. 	
Step 8	
<ul style="list-style-type: none"> • I can imitate everyday actions in pretend play: for example, brushing doll's hair, making beds, tasting food, cleaning dolls house, getting in the car, shopping, etc. • I can recognise familiar adult in pictures. • I can recognise myself in a mirror or photograph. • I can pause and wait with support for turn in play with others. • I can spend time within groups of other children engaged in own play but watching the other children. 	
Step 9	
<ul style="list-style-type: none"> • I can imitate longer sequences in play: for example, pours tea, pours in milk and sugar, stirs, and then gives to doll. • I can display curiosity by asking questions using words/signs, and looking intently at objects, events and people. • I can enjoy dressing up: for example, puts on hats; looks at self in mirror when putting on dressing-up clothes. • I can enjoy being part of activities with adult or older child, often involving running or chasing. • I can be curious about people and show interest in stories about people, animals, or objects that they are familiar with, or which fascinate them. • I can be interested in photographs of themselves and other familiar people and objects. 	





Step 10	
<ul style="list-style-type: none"> • I can show an understanding of own immediate family and relations, including pets. • I can begin to have their own friends. 	
Step 11	
<ul style="list-style-type: none"> • I can imitate everyday actions and events from own family and cultural background: for example, making chapatis, drinking tea, going to the barbers, being a cat, dog, or bird. • I can notice and is curious about differences between people. • I can join in with learning activities led by more able partners and can perform new actions after they have seen them demonstrated. • I can enjoy playing with small world reconstructions, building on first-hand experiences: for example, visiting farms, garages, train tracks, walking by river or lake. 	
Step 12	
<ul style="list-style-type: none"> • I can notice what adults do: copying what is observed and then doing it when the adult is not there. • I can show an interest in the lives of people who are familiar to them. • I can show an interest in different occupations and ways of life. • I can enjoy joining in with family customs and routines. 	
Step 13	
<ul style="list-style-type: none"> • I can recognise and describe special times or events for family or friends. • I can explain some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. • I can develop positive attitudes about the differences between people. • I can begin to understand there are different countries in the world and talks about the differences they have experienced or seen. 	
Step 14 (E)	
<ul style="list-style-type: none"> • I can explain own knowledge and understanding of the world around them and asks appropriate questions. • I can explain that other children do not always enjoy the same things, and is sensitive to this. • I can use my own experiences to tell some similarities and differences between different religious and cultural communities in this country. • I can use stories I have heard to tell some similarities and differences between different religious and cultural communities in this country. 	
Step 14 (D)	





- I can talk about some religious stories.
- I can recognise some religious words, e.g., about God
- I can identify some of my own feelings in the stories they hear.
- I can talk about people who are special to me.
- I can say what makes their family and friends special to them.
- I can identify some of the qualities of a good friend.
- I can reflect on the question 'Am I a good friend?'
- I can talk about somewhere that is special to themselves, saying why.
- I can be aware that some religious people have places which have special meaning for them.
- I can talk about the things that are special and valued in a place of worship.
- I can give examples of special occasions and suggest features of a good celebration.
- I can recall simple stories connected with Christmas/ Easter and a festival from another faith.
- I can re-tell religious stories making connections with personal experiences.
- I can share and record occasions when things have happened in their lives that made them feel special.
- I can talk about things they find interesting, puzzling or wonderful and about their own experiences and feelings about the world.
- I can re-tell stories, talking about what they say about the world, God, human beings.

Step 14 (S)

- I can identify a sacred text e.g., Bible, Qur'an.
- I can talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.
- I can talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.
- I can recall and talk about stories of Jesus as a friend to others.
- I can recall stories about special people in other religions and talk about what we can learn from them.
- I can identify some significant features of sacred places.
- I can recognise a place of worship.
- I can get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
- I can say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.
- I can recall simply what happens at a traditional Christian infant baptism and dedication.
- I can recall simply what happens when a baby is welcomed into a religion other than Christianity.
- I can think about the wonders of the natural world, expressing ideas and feelings.





<ul style="list-style-type: none"> • I can express ideas about how to look after animals and plants. • I can talk about what people do to mess up the world and what they do to look after it. 	
	Year 1
<ul style="list-style-type: none"> • I can talk about the fact that Christians believe in God and follow the example of Jesus. • I can recognise some Christian symbols and images used to express ideas about God. • I can recognise that there are special places where people go to worship and talk about what people do there. • I can identify at least three objects used in worship in two religions. 	
Step 15 (D)	
<ul style="list-style-type: none"> • I can talk about some simple ideas about Christian beliefs about God and Jesus. • I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • I can talk about issues of good and bad, right and wrong arising from the stories. • I can ask some questions about believing in God and offer some ideas of their own. • I can identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. • I can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. • I can describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel. • I can ask questions during a school visit about what happens in a church, synagogue or mosque. 	
Step 15 (S)	
<ul style="list-style-type: none"> • I can make links between what Jesus taught and what Christians believe and do. • I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it. • I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. • I can show that they have begun to be aware that some people regularly worship God in different ways and in different places. 	
	Year 2
<ul style="list-style-type: none"> • I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. 	





- I can recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like).
- I can talk about some of the stories that are used in religion and why people still read them.
- I can recognise some ways in which Christians and Muslim people treat their sacred books.
- I can identify a special time they celebrate and explain simply what celebration means.
- I can talk about ways in which Jesus was a special person who Christians believe is the Son of God.
- I can talk about how religions teach that people are valuable, giving simple examples.
- I can recognise that some people believe God created the world and so we should look after it.

Step 16 (D)

- I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.
- I can re-tell a story about the life of the Prophet Muhammad.
- I can recognise some objects used by Muslims and suggest why they are important.
- I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.
- I can recognise that sacred texts contain stories which are special to many people and should be treated with respect.
- I can re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.
- I can ask and suggest answers to questions arising from stories Jesus told and from another religion.
- I can talk about issues of good and bad, right and wrong arising from the stories.
- I can identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.
- I can re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.
- I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.
- I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.
- I can re-tell Bible stories and stories from another faith about caring for others and the world.
- I can identify ways that some people make a response to God by caring for others and the world.
- I can talk about issues of good and bad, right and wrong arising from the stories.
- I can talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more.
- I can use creative ways to express their own ideas about the creation story and what it says about what God is like.

Step 16 (S)

- I can make links between what the Holy Qur'an says and how Muslims behave.





<ul style="list-style-type: none"> • I can ask some questions about God that are hard to answer and offer some ideas of their own. • I can suggest their own ideas about stories from sacred texts and give reasons for their significance. • I can make links between the messages within sacred texts and the way people live. • I can suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr. • I can identify some similarities and differences between the celebrations studied. • I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. • I can answer the title question thoughtfully, in the light of their learning. 	
	Year 3
<ul style="list-style-type: none"> • Identify beliefs about God that are held by Christians, Hindus and/or Muslims. • I can retell and suggest the meanings of stories from sacred texts about people who encountered God. • Recall and name some Bible stories that • inspire Christians (A2). • Identify at least two ways Christians use • the Bible in everyday life • • • I can talk about the fact that Jewish people believe in God • I can recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) 	LKS2
<ul style="list-style-type: none"> • Describe some of the ways in which Christians • Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own • responses to ideas about God (C1). • Suggest why having a faith or belief in • something can be hard (B2). • Identify how and say why it makes a difference 	





- in people's lives to believe in God
- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).
- Give examples of how and suggest reasons why Christians use the Bible today (B1).
- Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).
- Discuss their own and others' ideas about why humans do bad things and how people try to put things right
- **I can talk about how the mezuzah in the home reminds Jewish people of** I can talk about how the mezuzah in the home reminds Jewish people about God.
- I can talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat.
- I can re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).
- Ask some questions about believing in God and offer some ideas of their own.

- **Identify some similarities and differences**
- between ideas about what God is like in different religions (B3).
- Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts
- Explain how the Bible uses different kinds of stories to tell a big story (A2).





- Suggest why Christians believe that God
- needs to rescue/save human beings
- I can make links between some Jewish teachings and how Jewish people live.
- I can express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.

Step 18 (E)

Year
4

- **Ask questions raised by the stories and life of**
- Jesus and followers today, and give examples
- of how Christians are inspired by Jesus (B1).
- • Suggest some ideas about good ways to treat
- others, arising from their learning
- Describe what some believers say and do when
- they pray (A1).
- • Respond thoughtfully to examples of how
- praying helps religious believers
- Recognise and identify some differences between
- religious festivals and other types of celebrations (B2).
- • Retell some stories behind festivals (e.g. Christmas,
- Divali, Pesach
- Recall and name some of the ways religions
- mark milestones of commitment (including
- marriage) (A1).
- Identify at least two promises made by
- believers at these ceremonies and say why
- they are important
- Identify and name examples of what Hindus have





<ul style="list-style-type: none"> • and do in their families and at mandir to show their • faith (A3). • Ask good questions about what Hindus do to show • their faith 	
Step 18 (D)	
<ul style="list-style-type: none"> • Recognise that sacred texts contain stories which • are special to many people and should be treated • with respect (B3). • • Re-tell stories from the Christian Bible and stories • from another faith; suggest the meaning of these • stories (A2). • • Ask and suggest answers to questions arising from • stories Jesus told and from another religion (C1). • • Talk about issues of good and bad, right and wrong • arising from the stories (C3). 	
Step 18 (S)	
<ul style="list-style-type: none"> • Suggest their own ideas about stories from sacred • texts and give reasons for their significance (C1). • Make links between the messages within sacred • texts and the way people live (A2). 	
Step 19 (E)	
<ul style="list-style-type: none"> • I can define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. • I can give two reasons why a Christian believes in God and one why an atheist does not. • I can make connections between some of Jesus' teachings and the way Christians live today. • I can discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. 	Year 5





- I can recall and name some key features of places of worship studied.
- I can find out about what believers say about their places of worship.
- I can describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims.
- I can identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live.

Step 19 (D)

- I can outline clearly a Christian understanding of what God is like, using examples and evidence.
- I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.
- I can express thoughtful ideas about the impact of believing or not believing in God on someone's life.
- I can present different views on why people believe in God or not, including their own ideas.
- I can outline Jesus' teaching on how his followers should live.
- I can offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.
- I can explain the impact Jesus' example and teachings might have on Christians today.
- I can express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.
- I can make connections between how believers feel about places of worship in different traditions.
- I can select and describe the most important functions of a place of worship for the community.
- I can give examples of how places of worship support believers in difficult times, explaining why these matters to believers.
- I can present ideas about the importance of people in a place of worship, rather than the place itself.
- I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.
- I can describe and reflect on the significance of the Holy Qur'an to Muslims.
- I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.
- I can make connections between the key functions of the mosque and the beliefs of Muslims.

Step 19 (S)

- I can explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently.
- I can enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples
- I can explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians to follow Jesus.
- I can investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, their own ideas
- I can outline how and why places of worship fulfil special functions in the lives of believers.
- I can comment thoughtfully on the value and purpose of places of worship in religious communities.
- I can comment thoughtfully on the value and purpose of religious practices and rituals in Muslim's daily life.





<ul style="list-style-type: none"> I can answer the title key question from different perspectives, including their own. 	
Step 20 (E)	Year 6
<ul style="list-style-type: none"> I can identify the values found in stories and texts. I can suggest ideas about why humans can be both good and bad, making links with Christian ideas. I can respond with ideas of their own to the title question. I can find out about religious teachings, charities and ways of expressing generosity. I can raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. I can give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. I can describe what Ahimsa, Grace or Ummah mean to religious people. I can respond sensitively to examples of religious practice with ideas of their own. 	
Step 20 (D)	
<ul style="list-style-type: none"> I can express ideas about how and why religion can help believers when times are hard, giving examples. I can outline Christian, Hindu and/or nonreligious beliefs about life after death. I can explain some similarities and differences between beliefs about life after death. I can explain some reasons why Christians and Humanists describe and make connections between examples of religious creativity (buildings and art). I can show understanding of the value of sacred buildings and art. can suggest reasons why some believers see generosity and charity as more important than buildings and art. I can apply ideas about values and from scriptures the title question. I can describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. I can describe some Christian and Humanist values simply. I can express my own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of View Make connections between beliefs and behaviour in different religions. I can outline the challenges of being a Hindu, Christian or Muslim in Britain today. 	





<ul style="list-style-type: none">• I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.• I can consider similarities and differences between beliefs and behaviour in different faiths.	
Step 20 (S)	
<ul style="list-style-type: none">• I can explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples.• I can interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding• I can outline how and why some Humanists criticise spending on religious buildings or art.• I can examine the title question from different perspectives, including their own.• I can give examples of similarities and differences between Christian and Humanist values.• I can apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.• I can explain similarities in ways in which key beliefs make a difference to life in two or three religions.• I can consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.	
Step 21 -23	KS3

